

PE SUBSTANTIVE knowledge progression overview

Substantive knowledge is the collection of established facts within a subject. It's the content that children need to know and provides the foundational knowledge needed to enable children to have a healthy, active life beyond school. The children will know how to compete in a range of physical activities with developing accuracy, for sustained periods of time.

At Hollybrook Schools our children know:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics							
Running	• Touse big steps to run and small steps to stop. • That moving into space away from others helps to keep them safe.	• To swing their arms it will help them to run faster.	• That running on the balls of your feet, taking big steps and having elbows bent will help to run faster.	• Leaning slightly forwards helps to increase speed. Leaning their body in the opposite direction to travel helps to slow down.	• To go at a faster pace, you will get further. • They need to pace themselves when running further or for a long period of time.	• That taking big consistent strides will help to create a rhythm that allows them to run faster. • That keeping a steady breath will help them when running longer distances.	• That they need to prepare their body for running and know the muscle groups they will need to use.
Jumping	• Bending their knees will help them to land safely	• Landing on the balls of their feet helps me to land with control. • If they bend their knees it will help them to jump further	• Swinging heir arms forwards will help them to jump further	• If they jump and land quickly it will help them to jump further	• A high knee drive, pumping their arms and running on the balls of their feet gives them power. • Transferring weight will help to jump further	• If they drive their knees high and fast they can build power and therefore distance in their jumps.	• A run up builds speed and power and enables them to jump further
Throwing	• That bigger targets are easier to hit.	• Stepping forward with their opposite foot to hand will help them to throw further.	• That throwing in a straight line by pointing their throwing hand at their target as they let go of the object	• Know that they can throw in a straight line by pointing their throwing hand at their target as they let go of the object	• Transferring weight will help them to throw further	• How to transfer their weight in different throws to increase the distance	• They need to prepare their body for throwing and know the muscle groups they will need to use
Rules	• know that rules help us to stay safe	• know that rules help us to play fairly	• know how to follow simple rules when working with others	• know rules of the event and begin to apply them • know how to follow simple rules when working with peers	• know and understand the rules to be able to manage their own events	• understand and apply rules in a variety of events using official equipment	• understand and apply rules in events that pose an increased risk

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Ball Skills							
Sending	• to look at the target when sending a ball.	• to face their body towards their target when rolling and throwing underarm to help me to balance.	• that stepping with opposite foot to throwing arm will help them to balance	• pointing their hand/foot to their target on release will help them to send a ball accurately	• They can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender	• that controlling a ball before sending it will allow them to send it accurately	• To make quick decisions about when, how and who to pass to
Catching	• know to have hands out ready to catch	• know to watch the ball as it comes towards them	• know to use wide fingers and pull the ball in to their chest to help to securely catch	• know to move their feet to the ball	• to adjust their hands to the height of the ball	• when to use different types of catching	• know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball
Tracking	• To watch the ball as it comes towards them and scoop it with two hands	• To move their feet to get in the line with the ball	• How to catch with and without a bounce.	• that using a ready position will help them to react to the ball	• tracking a ball is an important skill used in games activities and be able to give examples of this	• that tracking a ball will help them to collect/stop /receive it quickly and successfully	• know how to track a ball for different situations, considering trajectory, speed, height and size of the ball
Dribbling	• know that moving with a ball is called dribbling	• know that keeping the ball close will help with control	• to keep their head up when dribbling to see space/opponents	• dribbling is an attacking skill used in games which helps them to move towards a goal or away from defenders	• dribbling with soft hands/touches will help them to keep control	• dribbling in different directions will help them to lose a defender in game situations	• How to choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender

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Dance							
Actions	• To move their body in different ways to create interesting actions	• actions can be sequenced to create a dance	• sequencing actions in a particular order will help them to tell the story of their dance	• sharing ideas with others enables their group to work collaboratively and try ideas before deciding on the best actions for our dance	• some actions are better suited to a certain character, mood or idea than others	• different dance styles utilise selected actions to develop sequences in a specific style	• actions can be improved with consideration to extension, shape and recognition of intent
Dynamics	• To change their action to show an idea	• How to create fast and slow actions to show an idea.	• They can change the way they perform actions to show an idea	• all actions can be performed differently to help to show effect	• some dynamics are better suited to a certain character, mood or idea than others	• different dance styles utilise selected dynamics to express mood.	• selecting a variety of dynamics in their performance can help to take the audience on a journey through their dance idea
Space and Relationships	• if they move into space it will help to keep themself and others safe	• when dancing with a partner it is important to be aware of each other and keep in time	• know that they can use different directions, pathways and levels in their dance. • know that using counts of 8 will help them to stay in time with their partner and the music	• Understand different formations • They can use space to help their dance to flow	• some relationships are better suited to a certain character, mood or idea than others	• space relates to where their body moves both on the floor and in the air	• combining space and relationships with a prop can help them to express their dance idea
Performance	• when watching others they sit quietly and clap at the end	• standing still at the start and at the end of the dance lets the audience know when they have started and when they have finished	• using facial expressions helps to show the mood of their dance	• understand that they can use timing techniques such as canon and unison to	• being aware of other performers in their group will help them to move in time	• what makes a performance effective and know how to apply these principles to their own and others' work	• how a leader can ensure our dance group performs together
Strategy	• if they use lots of space, it helps to make their dance look interesting	• if they use exaggerated actions it helps the audience to see them clearly	• if they practice their dance their performance will improve	• if they show sensitivity to the music, their performance will look more complete	• they can select from a range of dance techniques to translate their idea	• If they use dance principles it will help them to express an atmosphere or mood	• if they keep in character, it will help to express an atmosphere or mood that's interpreted by the audience

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Fitness							
Agility	• moving into space away from others helps to keep them safe	• bending their knees will help me to change direction.	• using small quick steps helps them to change direction	• how agility helps us with everyday tasks	• keeping their elbows bent when changing direction will help them to stay balanced	• to change direction I push off their outside foot and turn their hips	• agility requires speed, strength, good balance and co-ordination
Balance	• they can hold their arms out to help me to balance	• looking ahead will help them to balance	• they can squeeze their muscles to help me to balance	• how balance helps them with everyday tasks	• they need to squeeze different muscles to help them to stay balanced in different activities	• that dynamic balances are harder than static balances as their centre of gravity changes	• where and when to apply force to maintain control and balance
Co-ordination	• moving their arms and legs at the same time helps them to walk, run and jump	• using the opposite arm to leg at the same time helps them to perform skills such as running and throwing	• some skills require me to move body parts at different times such as skipping	• how co-ordination helps them with everyday tasks	• if they begin in a ready position they can react quicker	• people will have varying levels of co-ordination and that they can get better with practice	• co-ordination also requires good balance and know how to achieve this
Speed	• they use big steps to run and small steps to stop	• if they swing their arms it will help them to run faster	• they take shorter steps to jog and bigger steps to run	• leaning their body in the opposite direction to travel helps to slow down	• a high knee drive, pumping their arms and running on the balls of their feet gives them power	• taking big consistent strides will help to create a rhythm that allows them to run faster	• speed can be improved by training and know which speed to select for the distance
Strength	• they can hold their weight on different parts of their body	• exercise helps them to become stronger	• strength helps them with everyday tasks such as their school bag	• strength activities need to be performed slowly, with control to help them to stay safe	• strength comes from different muscles and know how they can improve their strength •	• the muscles they are using by name	• they can build up their strength by practicing in their own time
Stamina	• moving for a long time can make them feel tired	• when they move for a long time it can make hem feel hot and they breathe faster	• they need to run slower if running for a long period of time	• how stamina helps them in other life activities	• they need to pace themself when running further or for a long period of time	• keeping a steady breath will help them to move for longer periods of time	• which exercises can develop stamina and understand that it can be improved by training over time

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Gymnastics							
Shapes	• they make different shapes with their body • Putting their arms out and looking forward will help	• they can improve their shapes by extending parts of their body	• some shapes link well together	• how to use body tension to make their shapes look better	• how shapes can be used to improve their sequence	• that shapes underpin all other skills	• which shapes to use for each skill
Balances	• they should be still when holding a balance • Arms and eyes help balance	• balances should be held for 5 seconds	• squeezing their muscles helps them to balance	• they can make their balances look interesting by using different levels	• how to keep themself and others safe when performing partner balances	• how to use contrasting balances to make their sequences look interesting	• where and when to apply force and to maintain and control balance
Rolls	• they can change their body shape to help them to roll	• they can use different shapes to roll	• there are different teaching points for different rolls	• safety considerations when performing more difficult rolls	• they can keep the shape of their roll using body tension.	• they need to work within their own capabilities and this may be different to others	• they can use momentum to help them to roll and where that momentum comes from
Jumps	• bending their knees will help them to land safely	• landing on the balls of their feet helps them to land with control	• looking forward will help them to land with control	• they can change the take off and shape of their jumps to make them look interesting	• they can control their landing by landing toes first, looking forwards and bending their knees	• they can use jumps to link actions and changing the shape of these will make their sequence look interesting	• taking off from two feet will give them more height and therefore more time in the air
Strategy	• if they hold a shape and count to five people will see it clearly	• if they use a starting and finishing position, people will know when their sequence has begun and when it has ended	• if they use shapes that link well together it will help their sequence to flow	• if they use different levels it will help to make their sequence look interesting	• if they use different directions it will help to make their sequence look interesting	• if they use different pathways it will help to make their sequence look interesting	• if they use changes in formation it will help to make their sequence look interesting

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Invasion Games							
Sending and Receiving	• look at the target when sending a ball and watch the ball to receive it	• know to look at their partner before sending the ball	• to control the ball before sending it	• pointing their hand/foot/stick to their target on release will help them to send a ball accurately	• that cushioning a ball will help them to control it when receiving it	• not having a defender between themself and a ball carrier lets them to send and receive with better control	• make quick decisions about when, how and who to pass to
Dribbling	• keeping the ball close will help with control	• moving with a ball is called dribbling	• keeping their head up will help them to know where defenders are	• dribbling is an attacking skill which helps them to move towards a goal or away from defenders	• protecting the ball as they dribble will help me to maintain possession	• dribbling in different directions will help to lose a defender	• How to choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender
Space	• being in a space gives them room to play	• being in a good space helps them to pass the ball	• moving into space away from defenders helps them to pass and receive a ball	• by spreading out as a team they move the defenders away from each other	• moving into space will help their team keep possession and score goals	• by moving to space even if not receiving the ball will create space for a teammate	• move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others •
Attacking	• there are different roles in games	• being able to move away from a partner helps their team to pass me the ball	• when their team is in possession of the ball, they are an attacker and they can score	• their role as an attacker and defender	• when to pass and when to shoot	• use a variety of techniques to lose an opponent e.g. change of direction or speed	• confidently change direction to lose an opponent
Defending	• there are different roles in games	• staying with a partner makes it more difficult for them to receive the ball	• standing between the ball and the attacker will help them to stop them from getting the ball	• How to develop tracking opponents to limit their scoring opportunities	• know when to mark and when to attempt to win the ball	• How to intercept the ball in different ways	• How to use a variety of defending skills (tracking, interception, jockeying) in game situations
Tactics	• make simple decisions in response to a task	• tactics can help them when playing games	• apply simple tactics for attack and defense.	• using simple tactics will help their team to achieve an outcome	• applying defending tactics will help to deny space, gain possession and stop goals	• applying attacking tactics will help to maintain possession and score goals	• the need for tactics and identify when to use them in different situations

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Fundamentals							
Running	• to use big steps to run and small steps to stop • know that moving into space away from others helps to keep them safe	• if they swing their arms it will help them to run faster	• putting weight on the front of their feet helps them to stop in a balanced position • running on the balls of their feet, taking big steps and having elbows bent will help them to run faster	• leaning slightly forwards helps to increase speed. Leaning their body in the opposite direction to travel helps to slow down	• keeping their elbows bent when changing direction will help them to stay balanced	• to change direction, they push off their outside foot and turn their hips	• running develops stamina and speed and both can be improved by training over time
Balancing	• they need to squeeze different muscles to help them to stay balanced in different activities	• looking ahead will help them to balance • that landing on their feet helps them to balance	• squeezing their muscles helps them to balance	• how balance helps them with everyday tasks	• they need to squeeze different muscles to help them to stay balanced in different activities	• balance is a skill used in many different activities and everyday life	• balance underpins many skills in PE and everyday life and this feels different in different situations
Jumping and hopping	• that bending their knees will help them to land safely • understand that they use one foot to hop	• that landing on the balls of their feet helps them to land with control • know that they should hop with a soft bent knee	• swinging their arms forwards will help them to jump further • if they look straight ahead it will stop them falling over when they land	• If they jump quickly it will help me to jump further	• swinging their non-hopping foot helps to create momentum	• there are different techniques for different situations	• when to jump for height or jump for distance in different activities and what to do to achieve this
Skipping	• if they hop then step that will help them to skip	• they should use the opposite arm to leg when skipping • jumping on the balls of their feet helps them to keep a consistent rhythm	• they should swing opposite arm to leg to help hem balance when skipping without a rope	• Pto turn the rope from their wrists with wide hands to create gaps to step through	• keeping their chest up helps them to stay balanced	• people will have varying levels of skipping ability and that they can get better with practice	• skipping helps to develop co-ordination, stamina and balance

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Net and Wall Games							
Shots / hitting	• to point their hand/object at their target when hitting a ball Feeding and rallying	• use the centre of the racket for control	• to watch the ball as it comes towards them to help them to prepare to hit it	• pointing the racket face/their hand where they want the ball to go and turning their body will help them to hit accurately	• when to play a forehand and a backhand and why	• which skill to choose for the situation e.g. a volley if the ball is close to the net	• understand the appropriate skill for the situation under pressure
Serving / feeding	• to look at the target when sending a ball	• use an underarm throw to feed to a partner	• to place enough power on a ball to let it bounce once but not too much so that their partner can't return it	• serving is how to start a game or rally	• use a forehand to serve/feed	• how to use the rules applied to the activity for serving	• how to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point
Rallying	• watch the ball to receive it	• throwing/hitting to their partner with not too much power will help them to return the ball	• sending the ball towards their partner will help them to keep a rally going	• hitting towards their partner will help them to return the ball easier and keep the rally going	• know that moving their feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of their shot	• control is more important than power to keep a rally going. • playing the appropriate shot will help to keep the rally going	• how to play different shots depending on if a rally is co-operative or competitive
Footwork	• use big steps to run and small steps to stop	• using a ready position will help them to move in any direction	• using a ready position helps them to react quickly and return/catch a ball	• moving to the middle of their court will enable them to cover the most space	• getting their feet in the right position will help them to balance before playing a shot	• using small, quick steps will allow them to adjust their stance to play a shot	• to use the appropriate footwork will help them to react to a ball quickly and give them time to prepare to play a shot
Tactics	• make simple decisions in response to a task	• tactics can help us when playing games	• apply simple tactics for attack and defense	• using simple tactics will help their team to achieve an outcome	• applying defending tactics will help to deny space, gain possession and stop goals	• applying attacking tactics will help to maintain possession and score goals	• the need for tactics and identify when to use them in different situations

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Strengthening and Conditioning							
Balance	• it is easier to balance using more parts of their body than fewer parts	• If they focus on something still it will help me to balance	they can squeeze their muscles to help them to balance	• if they use the whole of the body part in contact with the floor, it will help them to balance	• if they move with their breath it will help them to balance	• they need to ground contact points and spread weight evenly across them to maintain balance	• where and when to apply force to maintain control and balance
Flexibility	• they can make their body longer by reaching out with their arms and legs	• yoga helps to improve flexibility which we need in everyday tasks	flexibility helps us to stretch our muscles and increase the movement in our joints	• if they move as they breathe out they can stretch a little bit further	• which body parts they are trying to extend in different poses	• they can improve their flexibility when moving with their breath	• which of their muscles require more practice to increase their flexibility
Strength	• that they can hold their weight on different parts of their body	• they can use their strength to move slowly and with control	strength helps them with everyday tasks such as carrying their school bag	• they need to use different body parts and muscles for different poses	• people have different levels of strength	• different poses will use different muscles to hold them and begin to know names of some muscle groups	• they can build up their strength by practicing in their own time. Strategy
Strategy	• How movement makes them feel e.g. strong, wobbly…	• Stretching /yoga can make them feel happy	they can use yoga/stretching to make them feel calm	• they can use their breath to focus	• mindfulness is a personal journey	• there are different techniques they can use to control how they feel	• To identify times in their everyday life when mindfulness activities would be helpful for their wellbeing